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ABSTRACT

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the sixth meeting of the Coordinating Committee. Contents include the draft constitution of RELC and an agreement between the government of Singapore and SEAMEO. Funding matters concerned money for constructing and equipping RELC. Details of the RELC training programs were discussed, and committee recommendations on staffing, salaries and assignments were made. Further meetings and regional seminars were also discussed. Texts of the various reports and of several conference speeches are included. (CHK)

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SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION

REPORT

ED121124

SIXTH MEETING OF THE COORDINATING COMMITTEE FOR THE REGIONAL ENGLISH LANGUAGE CENTRE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FL009643

Convened by the
Regional English Language Centre
with the co-operation of the
Education Department
Hong Kong

Hong Kong
14th – 17th October 1969

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* These are respectively based on documents SEAMEO/Ed/Council/69 and SEAMEO/Ed/Council/69 Returned, respectively.

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normative data might be obtained. When the development of the Skills Inventory is completed, we should be able to obtain measures of a teacher's level of skill in most of the areas educators have considered important in TESL.

The third type of TEP activity has been the preparation of detailed information on TEP, including plans for RELC additions to the TEP Phonology section. This information has been sent to the member countries, and is intended to assist member country officials to decide which sections are suitable for local tryout, what tryout facilities would be required, and where the necessary TEP materials should be obtained.

The Research Department is also in the process of drawing up a scheme to develop an adequate system of evaluation procedures in order to ensure that the RELC programmes meet the needs of member countries. Internal evaluation has been started and is being further developed. This will continue as a responsibility of the RELC staff, with the resulting information being used to identify and improve various areas of our programmes. As recommended at our Fifth Meeting, evaluation programmes at the national level will soon be planned and developed with guidelines and technical assistance provided by the RELC. Mr William Owen, RELC Specialist in Evaluation and Testing, will speak on RELC plans for external evaluation at this meeting.

As approved by this Committee, the Centre has also begun extending its facilities and services to three categories of research scholar, namely Senior Research Scholars, Research Scholars and Visiting Scholars. Miss Anita Nordbrock, first RELC Research Scholar, joined the Centre on 3rd March under the sponsorship of an East-West Centre fellowship. During her six months at the Centre, she attempted to make a linguistic study of the phonological, morphological and syntactical features which characterize the dialect of English as spoken by English-medium secondary school leavers in Singapore.

Early May saw the arrival of the Centre's first Senior Research Scholar, Mrs Helen Barnard. Her visit was sponsored by the External Affairs Department of New Zealand and by the English Language Institute, Victoria University of Wellington, New Zealand, where she is Senior Lecturer. In her ten-week attachment to the Centre, Mrs Barnard designed tapes and tapescripts based on the register of English used by the TESL profession. These tapes will give listening practice to students who may find the register unfamiliar. In addition, Mrs Barnard gave a great deal of valued assistance to the Instructional Materials Department at the RELC. The projects of both our Research Scholars have relevance to English teaching in the SEAMEO member countries. It is anticipated that, over the years, an important part of TESL research beneficial to member countries will be the professional output of research scholars attached to the Centre.

In September, for a three-week period, Mrs Ellen Taylor, Assistant Director of Courses of the American Universities Alumni in Bangkok, was attached to the Centre as Visiting Scholar. Mrs Taylor is now in charge of teacher-training and the testing programme at the AUA where 6,000 Thai students are enrolled in English language classes.

Regional Seminar

A high level professional seminar with the theme "New Developments in the Theory and Methods of Teaching and Learning English" was held from 9th to 14th June. In addition to strong teams of senior educators, administrators and English teaching specialists from the seven SEAMEO member countries, some fifty participants came to the seminar from Australia, Canada, Hong Kong, Japan, New Zealand, Taipeh, the United Kingdom and the United States, representing the university community, professional organizations, foundations, governments and international agencies.

The June Seminar with two hundred participants from sixteen countries was the biggest held to date. Thirty-five professional papers were delivered by specialists from eleven countries. The support and

good-will given to RELC was most heart-warming and encouraging to us planners and developers of this Regional Centre. The Seminar venue had to be shifted from Kuala Lumpur to Singapore due to unforeseen circumstances. On behalf of the Committee, I should like once more to express my grateful thanks and deep appreciation to the Singapore Ministry of Education for the generous support given instantly on receipt of my request for assistance in organizing an international seminar only two weeks before the official opening. The Seminar Report, which is in front of you, is now being distributed to all participants.

Special Sub-Committee Meeting, August 1969

In accordance with the recommendations made at our Fifth Meeting, a Special Sub-Committee was appointed to meet at the RELC in August to make recommendations to this Committee on job descriptions of RELC professional staff, terms and conditions of service and recruitment procedures for the permanent RELC period. On 2nd September the Special Sub-Committee recommendations were forwarded to the Coordinating Committee members and through them to their respective Ministries of Education for study. It is hoped that final recommendations will be made by the Committee at this Meeting for submission to SEAMEC at the January Conference in 1970.

Staffing Position at RELC

On the staff side, a number of changes have taken place since our Fifth Meeting in March. Dr Donald Horst, Specialist in Research Design, completed his eighteen-month assignment at the Centre in June and was replaced by Mr William Owen, Specialist in Evaluation and Testing.

Mr Owen came to the RELC from Hyderabad, India where he completed a twelve-month tryout of TEP for teachers in India at the Central Institute of English as an AIR research counterpart of Dr Horst during the same period.

In August, Dr Roy Peter Cherrier arrived at the Centre to replace Dr Donald Topping who returned to the University of Hawaii as Director of the Pacific and Asian Linguistics Institute. Prior to his joining RELC, Dr Cherrier was Associate Professor of Linguistics at Indiana University. September saw the arrival of the first full-time A[illegible] Specialist at RELC. He is Mr Ken Bale, formerly Senior Education Officer at the Overseas Visual Aids Centre (OVAC) in London.

Financial Matters

During the current financial year July 1969 - June 1970, the RELC continues to receive generous support from the Government of Singapore and several other sources in funding its interim operational costs.

In addition to the provision of two professional specialists, USG has agreed to obligate US$130,000 to meet more than half of the operational budget covering the following items:

Salaries	$ 47,640
Operational costs	10,060
Staff travel	5,000
Seminars	10,000
Coordinating Committee meetings	8,000
Training Scholarships	43,300
Newsletter and Journal	3,000
Contingency	3,000
	$130,000

Government of Singapore support includes, among other things, the provision of physical plant, utility services, maintenance, custodial services, professional assistants, local support costs and subsidized housing for three TESL specialists from UK.

The UK Government is providing three TESL specialists through the Singapore Government.

Draft RELC Constitution

The draft RELC Constitution revised by this Committee at its last meeting underwent further scrutiny by the Solicitor-General of the Singapore Government. A newly revised draft has now been prepared for the consideration of the Committee at this Meeting. Together with the draft Constitution, the draft Agreement between the Singapore Government and SEAMEO has also been prepared for the Committee's information.

Special Services by RELC to Member Countries

I am very pleased to inform my distinguished colleagues that even at this early stage of its development, RELC has started giving consultancy services and other types of direct assistance to member countries.

At our Fifth Meeting, Laos requested RELC assistance in the development of teacher training programmes in Laos. This was followed up immediately. In early May, Mr Alan Maller, RELC Specialist in Instructional Materials, made a special advisory visit to Vientiane and particularly to the College of Education. The three-day visit was to advise on the new programme in the Language Arts section for the training of teachers of English to be introduced in the College of Education and to examine ways in which RELC could support the programme.

Advice was also requested specifically on the content of the sixth and seventh year syllabus and on books to be prescribed for students' reading and for lecturers' reference. The visit also permitted Mr Maller to make a brief survey of English teaching in Laos in order to make a satisfactory response to the request from Laos and for the information of the RELC staff. Since this preliminary visit, Mr Maller, on behalf of RELC, has submitted to Laos a suggested list of books for lecturers' reference and basic books for students. Content of the sixth and seventh year syllabus at the College of Education is being studied closely and recommendations will be made by RELC.

In mid-September, at the request of the Lao Ministry of Education, Mr Miller assisted Vientiane to render assistance to the College of Education in conducting an orientation course in Teaching English as a Foreign Language for volunteer and Lao teachers. The Centre is most pleased that it was able to render such assistance to a member country.

RELC is also pleased to have made available to Mr P.J. Lim, member from Malaysia on the second four-month course, films on language for an in-service course conducted by Mr Lim in Johore Bahru in September. Mr R.K. Tongue, RELC Specialist in Methodology, was invited to speak on "Linguistic Theory and Language Teaching Practice" to members of an in-service course at the Johore Bahru Day Training Centre in September.

As the Centre is located in Singapore, RELC is able to extend services in various ways to local educational institutions and government departments. We have been giving advice and assistance in respect of language laboratory materials to the University of Singapore, the Teachers' Training College and other educational institutions. In September, British Council scholars-designate worked in the RELC Library prior to leaving for UK to pursue the TESL course at the University of Leeds. On 27th September a short-term English language test was administered at the Centre to seven Singapore nurses going for further training in UK.

RELC Staff Visits to Member Countries

Visits to member countries for the purpose of rendering special assistance to national programmes or conducting linguistic research, or making studies in support of RELC programmes have been made by three professional staff members since our Fifth Meeting in March. Mr Miller's trips to Laos in May and September to render consultancy services have been briefly described. In June Mr R.K. Tongue, after a visit on behalf of his own Government to Cambodia, spent several days in

[illegible]

[illegible]

[illegible]

5.0 Assessment of the Analytical Results

The Examiner was asked if it was the opportinion of the BSC that the evaluation of patent matters had been satisfactory. The Examiner confirmed that this was so and that the BSC was very well with the zero intensity of background from which analysis were made.

There followed some discussion on the desirability of matters of the Corrigendum Supplied being able to invest across the patent conditions so was of general task by members of the BSC staff, in order to gain a deeper knowledge of the tasks of work done and to assess them in their contribution of activities. It was thought that the SCAT electrode analysis might be the subject of the regulations including settings to assess sensitivity to assist as above not that in the first example for the purpose. It was agreed that the proposal should be further considered.

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Discussion

One delegate questioned the effectiveness of the Centre's would-be control over copyright whilst Dr Jacobs warned that a conflict of interest might arise between RELC and a scholar's university over the ownership of research material. He felt that such a conflict might deter research and scholarship at the Centre. Dr Jacobs proposed an amendment, which was agreed, that the clause "except that special arrangements may be made to accommodate requirements of the institution or agency sponsoring the research study" should be added to the last sentence of the opening paragraph, Section II of the paper "Proposed statement of policy on control of published or reproduced materials" (see page 96 at Annex 10)

4.6 Proposed statement of policy on control of published or reproduced materials (see Annex 10)

The RELC proposed statement of policy on control of published or reproduced materials was then read.
The Chairman put two proposals before the Committee:

a) That there should be some form of control of published and reproduced material emanating from RELC to avoid anything detrimental to the reputation of the Centre.

b) That there should be sufficient flexibility of control to ensure that scholars and research workers continued to be attracted to help with the work of the Centre.

The proposal was also put forward that past course members be requested to sign an agreement through their own Ministries of Education, assigning to the Centre the copyright of any research material produced during their period of training at RELC. However a

member of the committee questioned the legal validity of such a document and expressed the view that the author of a published research document should receive some share in any profits accruing from sales.

Recommendations

1. That the paper "Proposed Statement of Policy on Control of Published or Reproduced Materials" be adopted by the Committee as amended.
2. That RELC request present and future course members to make statements assigning to RELC the copyright of any papers and works written in the course of fulfilling the requirements of training courses at RELC.
3. That further thought be given to the question of an author sharing in any profits accruing from sales of a published research paper.
4. That a working paper be produced for adoption at the next meeting.

4.7 Fourth Four-Month Training Course

Recommendations

1. That the fourth four-month training course be a TESL/TEFL course as were the previous courses.
2. That the fourth course be held between the following dates: 5th January, 1970 - 2nd May, 1970.
3. That member countries be requested to make nominations to the fourth course not later than the 29th November, 1969.
4. That member countries be requested to send in their full quota of nominees.

5. That the provisional dates for the fifth four-month course be as follows: 17th August, 1970 - 12th December, 1970.

6. That during the interim period the four-month courses continue to be problem-orientated, non-examination TESL/TEFL courses.

4.8 Additional course members during the interim period

It was agreed that the total number of course members should not exceed twenty-four, which meant that three full-time fee-paying places would be available to applicants outside those nominated by the Ministries of Education of the SEAMEO member countries.

Recommendations

1. That where no Centre expenses are involved, fees received be carried over for use in meeting future operational costs during the extended interim period.

2. That the responsibility for drawing up a scale of fees be left to the Director of the Centre.

5. SPECIAL SUB-COMMITTEE RECOMMENDATIONS

The Committee considered the recommendations of the Special Sub-Committee concerning Initial Staffing Plan; Staff Recruitment Sources; RELC Salary Scales; Job Descriptions; Staff Recruitment Procedures; Terms of Assignment of Professional Staff; and Staff Rules.
(See accompanying document SEAMES/P6/CC5/AI9)

5.1 Special Sub-Committee Report and Major Recommendations

The Committee recommended that the text of the Special Sub-Committee Report be amended as follows:

i) That throughout the Report, the terms "second", "seconded" and "secondment" be deleted and the terms "assign", "assigned" and "assignment" be substituted.

ii) Introduction 9 c) second paragraph (at page 5) to read:

RELC requires all employees on local salary scales to contribute 6% of their basic salary towards the Central Provident Fund, a form of compulsory savings scheme. RELC, as employer, intends to match this contribution with 10%, 2% more than what is normally the contribution from the employer.

iii) Background 2 b) (at page 9) to read:

"RELC does not belong to any one country. The Government of Singapore is host country and contributes substantially to the financing of the Centre. It is an international institution, created by the seven SEAMEO member countries primarily for the benefit of these seven countries."

iv) Major Recommendations 1 (at page 10) to read:

"That SEAMEO member countries contribute to RELC programmes by assigning suitably qualified personnel to fill RELC professional staff positions."

v) Major Recommendations 2 (at page 10) to read:

"That assignment to RELC be considered an extension of service from the home country, and be in accordance with the assignment terms and conditions of service as recommended by the Coordinating Committee."

vi) Major Recommendations 3 (at page 10) to read:

"That salary, allowances, and cost of travel actually paid by SEAMEO member countries to personnel assigned to RELC shall be counted (at US dollar equivalent of local currency payments) as part of the non-USG support of RELC total project costs underwritten by the Government of Singapore."

vii) Major Recommendations 4 (at page 10) to read:

"That the initial staffing plan, salary scales, staff recruitment procedures and staff rules for the permanent RELC as contained in document SEAMEO/PG/CCC/XIV be approved by SEAMEO."

5.2 Initial Staffing Plan

This was approved by the Committee.

5.3 Staff Recruitment Sources

1) The Committee wished to emphasise that professional personnel should as far as possible be drawn from the region itself, without, however, any member country being under an obligation to supply professional

personnel: this has reference to the six professional posts intended to be filled by nationals of SEAMEO member countries. The Committee further wishes to emphasize the importance of ensuring that only well-qualified professional personnel should be employed.

ii) Professional Staff Salary Scale (at page 16) to read:

"These salaries as member country contributions plus top-up allowance by RELC for non-Singapore nationals. These salaries only for Singapore nationals."

5.4 RELC Salary Scales

This was approved by the Committee.

5.5 Procedure for RELC Staff Recruitment

The Committee recommended that the text of the Procedure for RELC Staff Recruitment be amended as follows:

i) A. Director, Registrar and Bursar (Page 19) the text to read:

"In accordance with the funding plan approved at the Third Ministerial Conference, February 1968, the RELC Director, Registrar and Bursar of the Centre should be seconded by the Government of the Republic of Singapore and remunerated in accordance with local salary scales"

ii) C. Professional Staff (Page 20) c) d) and f) to read:

c) "SEAMEO member countries shall follow the recruitment procedures as outlined in the Professional Staff Recruitment Scheme (on Page 22)"

c) The selection shall be made by a Staff Selection Committee composed of the Vice Director or his representative as Chairman, one administrative staff member, a minimum of three professional staff members and a representative of [illegible]

f) In the final selection of professional staff members, [illegible] shall give preference to candidates nominated by [illegible] candidates who possess five 'O' or more English grade equity schools qualifications, bearing in mind that there shall be a reasonable proportion of native speakers of English in the professional staff.

(iii) Procedure of Initial Staff Recruitment (Para (ii) c) b) and c) to read:

a) In January 1971, the Director of [illegible] will invite the Singapore Minister for Education to nominate a Singapore citizen as candidate for the Director's post. The candidate should be a person of high professional calibre (to make the qualifications as set out in the job description given in [illegible] of Annex I) and thus the Singapore Government would be prepared to release for service in [illegible] for an initial period of three years.

b) In February 1971, the Minister for Education, Singapore, will send the candidate his supporting data to [illegible].

c) In March 1971, the candidate and supporting data will be submitted by [illegible] to the Coordinating Committee for approval. If

approval for transferring jurisdiction will lapse [illegible] provisionally, but is not with respect to approval of the transferring legislation to [illegible].

(c) 5. Exclusions and Limits in Text. It

The task of it is to be wanted to read:

"..... jurisdiction to the Indian Ocean ....."

c) Judgement Staff Regulations Annex

The Committee then considered the question of which of the two versions for the amendment of permanent staff members it should adopt. It was decided to take up a one person. The Committee's attention was drawn by the Registrar to the necessity of keeping the terms for the provisions [illegible] to amendments. This principle was expressed above full-length consideration of the one that would use reference to a later date. Nevertheless the Committee was asked to note that all these might be adopted to further changes. The proposed version reads as follows:

Art.

Amp (a) that will avoid transferring [illegible] members of [illegible] staff positions to the Office of [illegible]. In this case the descriptions are [illegible] supported terms of assignment will be made to the transferring [illegible] member together with names of personnel of that country who are [illegible] to be published for certain posts.

extracted to be published as a separate booklet (see accompanying document SEAMES/P6/CC6/AX9/SR Extract) which could then be sent to the Ministries of the SEAMEO countries concerned.

It was agreed that the following sections of the Draft Rules be extracted:-

A. Introduction

Purpose of SEAMEO - page 1
Purpose of RELC - page 1
RELC Staff Members - page 1
RELC Staff Rules - page 2
Rule A.1 - page 2
Rule A.2 a), b), d) f), h), j) - page 2

B. Classification of Posts and Staff

Rule B.1 - page 3
Rule B.2 c) - page 3

C. Appointment and Promotion

Rule C.1 - page 4
Rule C.3 b), c), d) - page 4
Rule C.4 - page 4 to read

"In renewing appointments the Director shall aim at the highest standards of integrity, efficiency and technical competence."

Rule C.5 a), b) - pages 4 and 5
Rule C.6 a), b) - page 5
Rule C.8 - page 5
Rule C.11 b) - page 5 to read

"An annual confidential report on the performance of the assigned staff member will be made and placed in his file"

Rule C.11 c) - page 5

D. Conduct and Discipline

Rule D.1 a), b), c), d) - page 6
Rule D.2 - page 6
Rule D.3 - page 6 to read

"Staff members shall not engage in any political activity which is inconsistent with or reflects upon the independence and impartiality required by their status as staff members of an international organization."

Rule D.4 - pages 6 and 7
Rule D.5 - page 7
Rule D.7 - page 7

E. Salaries and Allowances

Rule E.2 a), b), h) - page 8 and
Rule E.3 - page 8
Rule E.7 - page 8
Rule E.11 - page 8 to read

"If the employment of a staff member is terminated on the grounds of incapacity or misconduct, he shall be paid his top-up allowance up to the date of such termination:

Provided that the Director shall have the right to make any deductions for any money owing from the staff member to RELC."

F. Leave

Rule F.1 a) at page 9 to read:

"A period of leave shall be granted subject to the requirements of RELC."

Rule F.2 a), b) at page 9

Rule F.2 d) at page 9 to read:

"Annual leave shall be granted as follows:-

i) Professional staff members -
30 days in each year or 2½ days per month of resident service.

Such annual leave includes leave taken in a staff member's home country."

Rule F.2 e), f), g), h) - pages 9 and 10

Rule F.3 - page 10

Rule F.4 a) - page 10

Rule F.7 b) - page 10 to read:

"Professional staff may be granted special leave to attend professional conferences, it being understood that such leave may not be granted more than once a year."

G. Travel and Transportation - pages 11 to 14

This whole section to be extracted.

H. Termination of Service

Rule H.2 b) - page 15 to read:

"An assigned staff member may at any time terminate his contract of service with RELC upon written notice from his government in accordance with the terms of the contract of service with RELC."

Rule H.2 c) - page 15

Rule H.2 d) - page 15 to read:

"The Director may at any time terminate the contract of service of a staff member by giving the required period of notice in accordance with the terms of the contract of service of the member."

I. Disciplinary Measures

Rule I.1 a) - page 16 to read:

"The Director shall establish administrative machinery with staff participation to advise him on disciplinary measures."

Rule I.2 - page 16 to read:

"When a professional staff member assigned by a SEAMEO government or non-SEAMEO government or agency extending technical assistance to RELC becomes a subject of disciplinary proceedings, the staff member concerned shall be informed of the decision and shall be notified of his right to appeal. The procedures for appeal shall be as indicated in the Directive for this rule. In the case of interdiction pending a decision from the appeal procedures, the staff member who is drawing a top-up allowance shall be entitled to draw only half of his top-up allowance. The Director shall notify the government or agency concerned of the results of the appeal and, in the event of the decision going against the staff member, request the government or agency to withdraw the staff member. If the staff member decides not to appeal, the Director shall request the home government or agency to withdraw the staff member, giving reasons for the request for withdrawal and informing the home government or agency of the staff member's decision not to appeal. Termination of the service of the staff member shall take effect on the date of the request for withdrawal.

Discussion

a) It was agreed by the members of the Committee that it would have to be made clear in an explanatory note in

the proposed booklet that these rules were extracted with appropriate amendments, from the full SEAC Staff Rules.

b) It was also agreed that the SEAC Secretariat would make the necessary changes in the wording of the Staff Rules to ensure consistency, particularly with regard to the respective functions of the Director and the Coordinating Committee.

c) At this point the meeting referred back to the Staffing Plan Annexes and the SEAC Letter Accepting Nomination from a SEAMEC Government was read and approved by the members on the understanding that all the necessary changes in wording would be made by the SEAC Secretariat.

Resolutions

1. The members of the Committee recommended that there should be given by the Government of Singapore a guarantee that the Director, Registrar and Bursar would be appointed to SEAC for a period of not less than one year and that it should be necessary for a three-month notice of withdrawal of their services to be given to the Director of SEAMEC.

2. The members of the Committee also recommended that the matter of the administration machinery concerning the supervision of the Director of SEAC should be referred to SEAMEC.

5.9 SEAC Directives (see Annex 11)

This was tabled and agreed by the members with the following amendments:-

Procedures for Appeal against Disciplinary Measure - page 113 to read:

"In the case of a staff member assigned by a SEAMEC government or by a non-SEAMEC government or Agency who

wishes to appeal against the decision regarding a disciplinary measure which has been reached in accordance with the machinery established under the provision of Rule I.1, the procedure to be followed is:-

i) The staff member, after consultation with his government/agency shall notify the Director, the Chairman of the Coordinating Committee and the Director of ISNAR of his wish to appeal against the decision within sixty days of the receipt of notice of the decision."

iii) If a coordinating committee member from a country other than that of the appellant to be appointed by the Director of ISNAR.

iv) The Director and the staff member concerned may each engage a legal representative. ISNAR funds will meet the cost of a legal representative engaged by the Director, and the staff member concerned will have to meet the cost from non-ISNAR sources.

viii) The Appeal Board's decision shall be communicated immediately to the Director and the staff member concerned and shall be final.

[illegible]

[illegible]

[illegible]

[illegible]

5.01 [illegible]

[illegible]

Page [illegible] - [illegible]

Page [illegible] - [illegible]

Page [illegible] - [illegible]

[illegible]

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[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

5.02 [illegible]

[illegible]

[illegible]

ANNEXES

Agenda

1. Chairman's report

2. Legal papers
   a) Draft RELC Constitution
   b) Draft Agreement between Government of Singapore and SEAMEO

3. Funding matters

4. Special Sub-Committee recommendations:
   a) RELC staffing plan)
   b) RELC job descriptions) Document 101/RELC/IPO/83
   c) Recruitment procedures)
   d) RELC Staff Rules and Directives - Documents 101/RELC/IPO/84 and 85

5. Matters relating to RELC training programme:
   a) Internal evaluation of the second 4-month training course, Feb.-May 1969
   b) Recipients of Letters of Merit, second 4-month training course
   c) Third 4-month training course, August-November 1969
   d) Reports of course members to Ministries of Education on completion of RELC training
   e) Copyright of special assignments
   f) Fourth 4-month training course:
      i) nature
      ii) dates

6. Confirmation of areas of responsibility of National Committee members

7. First issue of RELC Journal

8. Planning of external evaluation of RELC programmes

9. Regional Seminar, 1970:
   a) Proposed topic and programme
   b) Confirmation of dates and location

10. Date and place of next meeting

11. Any other matters

DRAFT

Annex 2

CONSTITUTION

OF

THE REGIONAL ENGLISH LANGUAGE CENTRE

Preamble

WHEREAS in accordance with Article IV (10) of the Charter of the Southeast Asian Ministers of Education Organization (hereinafter in this Constitution referred to as "the Organization"), the Council of the Organization has established the SEAMEO Regional English Language Centre whose main offices shall be located in the Republic of Singapore;

The Council of the Organization has adopted this Constitution for the SEAMEO Regional English Language Centre.

Article I

Definitions

In this Constitution:-

"Centre" means the SEAMEO Regional English Language Centre located in Singapore;

"SEAMEC" means the Southeast Asian Ministers of Education Council;

"SEAMES" means the Southeast Asian Ministers of Education Secretariat.

Article II

Purpose

The purposes of the Centre shall be to assist the Member States of the Southeast Asian Ministers of Education Organization to improve the teaching of English in their respective countries and to that end, to undertake research, publications, and training programmes and other kindred activities within and outside Singapore.

Article III

Organization

The Centre shall have a Coordinating Committee, a Centre Director, and such other officers, faculty, and staff as may be considered necessary by the Coordinating Committee.

Article IV

Coordinating Committee

1. The Minister of Education of each Member State of the Organization shall nominate a representative who will be appointed as a member of the Coordinating Committee (hereinafter in this Constitution referred to as "the Committee") by the Chairman of SEAMEC.

2. The Centre Director and a representative of SEAMES shall be ex-officio members of the Committee.

3. The Committee shall meet annually in ordinary session and it may meet in extraordinary session at the request of the Centre Director, or if called by one-third of its members.

4. The meetings of the Committee should be held in Singapore where the Centre is located unless the Committee decides otherwise.

5. Any member of the Committee may be permitted to bring observers or advisers to the meetings of the Committee. Such observers or advisers shall have no voting rights.

6. The Committee may, whenever it becomes desirable, invite observers or advisers from States not participating in the Organization, to attend its meetings. Such observers or advisers shall have no voting rights.

7. The presence of at least two-thirds of the members of the Committee is required for the transaction of its business.

8. Each member of the Committee, including the Chairman, shall have one vote and a decision of the Committee shall be made by a majority of votes of the members present and voting. In the event of an equality of votes the Chairman shall have and may exercise a second or casting vote.

9. The Chairman, Vice-Chairman and Rapporteur of the Committee shall be elected by the Committee in accordance with the rules of procedure.

10. The Committee shall adopt its own rules of procedure.

Article V

Functions of the Committee

The Committee shall -

(a) determine policies for the operation of the Centre;

(b) approve programmes and budgets of the Centre;

(c) make annual evaluations and reviews of the Centre's programmes and budgets;

(d) approve the nomination of the Centre Director;

(e) set the academic standards of the Centre;

(f) approve the terms and conditions of service of the staff of the Centre;

(g) make by-laws, rules and regulations not inconsistent with the provisions of this Convention and the Charter of the Organization for the management of the Centre;

(h) delegate, from time to time, to the Centre Director such functions, duties and powers as the Commission deems necessary; and

(i) do any other thing necessary or incidental to the exercise of the functions above enumerated.

Article VI

Staffing

1. The Centre Director shall be a national of the Member for Education of Singapore whose appointment as Centre Director shall be formally made by SEAMEC after approval by the Commission.

2. In performing his day to day duties, the Centre Director shall be assisted by a Registrar and a Bursar who shall be nominees of the Minister for Education of Singapore.

Article VII

Centre Director

1. The Centre Director is the chief administrative officer and legal representative of the Centre.

2. The Centre Director shall oversee the responsibility of implementing and programmes of the Centre approved by the Committee.

3. The Director shall appoint, employ such faculty, staff, officers, managers, agents and employees for the Centre as the purposes of the Centre may require.

Article VIII

Budget

1. The Centre Director shall prepare for review and adoption by the Committee the annual budget for the Centre.

2. The budget for the Centre shall be approved by the Government of the Republic of Singapore before it is adopted by the Committee.

3. The basic funding formula for the Centre has been agreed to between the Government of the Republic of Singapore, the Organization and by the United States Government, the principal donor of the Centre.

Article IX

Duties of the Centre

The Centre, on behalf of the Organization, shall possess full juridical personality and in particular, full capacity -

(a) [illegible]

(b) [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

(c) [illegible] [illegible]

[illegible]

[illegible]

1. [illegible] [illegible] [illegible] [illegible] [illegible]

(b) the Organization shall be free to transfer its funds, securities, gold or currency from one country to another or within Singapore and to convert any currency held by it into any other currency.

2. The Organization shall, in exercising its right under this Article, pay due regard to any representations made by the Government insofar as effect can be given to such representations without detriment to the interest of the Organization.

ARTICLE VIII

Transit and Residence

1. The appropriate Singapore authorities shall impose no impediment to transit to or from the Regional Centre Seat, or to residence of the following persons, irrespective of their nationalities when on the official business of the Organization, and shall afford them any necessary protection:

(a) The Director, representative of Member States, of the Organization.

(b) Officials of the Organization.

(c) Other persons invited to the Regional Centre Seat on official business. The Project Director or the Director shall communicate the names of such persons to the Government within a reasonable time.

2. This section shall not apply to general interruptions in transportation, which shall be dealt with as provided in paragraph 1 Article IV and shall not impair the effectiveness of generally applicable laws as to the operation of means of transportation.

3. Visas which may be required for persons referred to in this section shall be granted without charge and as promptly as possible.

4. This Article shall not prevent the requirement of reasonable evidence to establish that persons claiming the rights granted by this section come within the classes described in paragraph 1 of this Article, or the reasonable application of quarantine and health regulations.

ARTICLE IX

Director and Representatives of Member States at Meetings

The Director, Representatives of Member States of the Organization at meetings convened by the Organization shall, while exercising their functions and during their journeys to and from the place of meeting, enjoy the following privileges and immunities:

(a) Immunity from personal arrest or detention and from seizure of their personal baggage and in respect of words spoken or written by them in their official capacity immunity from legal process of every kind;

(b) Inviolability for all papers and documents;

(c) Exemption in respect of themselves and their spouses from immigration restrictions, aliens' registration or national service obligations in the State in which they are visiting or through which they are passing in the exercise of their functions;

(d) The same facilities in respect of currency or exchange restrictions as are accorded to representatives of foreign Governments on temporary official missions.

ARTICLE X

Officials of the Organization

1. Officials of the Organization shall -

(a) enjoy exemption with respect to themselves, their spouses and children dependent on them, from immigration restrictions and aliens' registration, and

(b) have the right to import free from duty and other levys, prohibitions and restrictions, furniture and personal effects within six months after first taking up their post in Singapore.

2. (a) The Government shall grant to the officials of the Organization who are not nationals of or permanent residents of Singapore exemption from taxation in respect of the salaries and emoluments paid to them by the Organization or any Government or other body;

(b) For the purposes of this article, a person whose presence in Singapore is due solely to his being an official of the Organization, shall not be deemed to be a permanent resident of Singapore.

3. In the event of the death of an officer of the Organization or any member of his family forming part of his household, who is not a national of or permanent resident of Singapore, the Government of Singapore shall impose no impediment to the export of the movable property of the deceased with the exception of any property acquired in the country and export of which is prohibited at the time of his death; estate, succession and inheritance duties or taxes shall not be levied on movable property the presence of which in Singapore is due solely to the presence there of the deceased as an officer of the Organization or as a member of his family.

4. Privileges and immunities are granted to the officials of the Organization in the interest of the Organization only and not for the personal benefit of the individuals themselves. The Organization shall have the right and the duty to waive the immunity of any official in any case where, in its opinion the immunity would impede the cause of justice and can be waived without prejudice to the interest of the Organization.

5. The Organization shall cooperate at all times with the appropriate authorities in Singapore to facilitate the proper administration of justice, secure the observance of police regulations and prevent the occurence of any abuses in connection with the privileges, immunities and facilities mentioned in this article.

6. Citizens of Singapore shall not enjoy any of the privileges and immunities conferred upon the Director, the Representatives of the Member States and officials of the Organization under Articles IX and X of this Agreement.

ARTICLE XI

General Provisions

1. The Director and the Project Director shall take every precaution to ensure that no abuse of a privilege or immunity conferred by this Agreement shall occur, and for this purpose shall establish such rules and regulations as they may deem necessary and expedient for the officials of the Organization.

2. Should the Government consider that an abuse of privilege or immunity conferred by this Agreement has occured, the Director or the Project Director, shall, upon request, consult with the appropriate Singapore authorities to determine whether any such abuse has occured. If such consultation fails to achieve a result satisfactory to the Director and the Government, the matter shall be determined in accordance with the procedure set out in Article XII of this Agreement.

ARTICLE XII

Supplemental Agreements and Settlement of Disputes

1. The Government and the Organization may enter into such supplemental agreements as may be necessary within the scope of this Agreement.

2. In view of the fact that Singapore is a Party to the Charter of Asian Ministers of Education Organization, such Charter and this Agreement shall, where they relate to the same subject matter, be treated as complementary.

3. Any dispute between the Organization and the Government concerning the interpretation or application of any provisions of this Agreement or any supplemental agreements, or any question affecting the Regional Centre Seat

or the relationship between the Organization and the Government, which is not settled by negotiation or other agreed mode of settlement, shall be referred for final decision to a tribunal of three arbitrators, one to be chosen by the Director, one to be chosen by the Minister for Education, Singapore and the third, who shall be Chairman of the tribunal, to be chosen by the first two arbitrators. Should the first two arbitrators fail to agree upon the third, such third arbitrator shall be chosen by the Council of the Organization.

ARTICLE XIII

Entry into Force, Operation and Termination

1. This Agreement shall enter into force upon approval by the Council of the Organization and ratification by the Government.

2. Consultations with respect to modification of this Agreement shall be entered into at the request of the Government or the Organization. Any such modification shall be by mutual consent.

3. This Agreement shall be construed in the light of the primary purpose to enable the Regional Centre fully and efficiently to discharge its responsibilities and fulfil its purpose.

4. Where this Agreement imposes obligations on the appropriate Singapore authorities, the ultimate responsibility for the fulfilment of such obligations shall rest with the Government.

5. This Agreement and any supplemental agreement entered into by the Government and the Organization pursuant to this Agreement shall cease to be

[illegible] twelve months after either the Government or Organisation [illegible] given notice in writing to the other of his decision to terminate this Agreement, except for such provisions as may be applicable in connection with the orderly termination of the operations of the Organisation in the Regional Centre in the Republic of Singapore and the disposition of its property thereto.

IN WITNESS WHEREOF the Government and the Organisation have signed this Agreement in duplicate in the English language.

For the Government of the Republic of Singapore

For the [illegible] Organisation

Permanent Secretary
Ministry of Education,
Singapore

Director of [illegible]

Date:

Date:

[Name] Building Fund Committee

It was the intention of [illegible], Singapore, under an [illegible] agreement, to the [Name] Building Fund Committee:

Dr [illegible]	-	Chairman
Mr [illegible]	-	Deputy Chairman
Mr [illegible]	-	Member
Mr [illegible]	-	Member
Mr [illegible] Principal Assistant Secretary Ministry of Education	-	Treasurer (ex officio)
Mrs [illegible] Director, [illegible]	-	Secretary (ex officio)

2. Under an agreement signed on May 1964 by Ministry, [illegible] and the Government of Singapore, a 24-storey building is to be constructed by Foreign Grants Fund in return for the permanent lease of the [illegible]. Under this agreement, the [illegible] has pledged [illegible] in addition for the greater part of the building costs.

3. The [Name] Building Fund Committee has been formed to make funds for the remaining portion of the building costs. Contributions to this fund will be collected by the Government of Singapore as a [illegible] basis. Any surplus funds raised by the Committee will be allocated for [illegible] needs in [Name].

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

	Not Relevant	Somewhat helpful	Very helpful
F. Preparation of Instructional Materials	1	5	10
G. Audio-Visual Aids	3	1	3
H. Techniques of Speech Training		3	10
I. Programmed Instruction	3	9	2
J. Remedial English	2	1	6
K. Psychology	1	3	11
L. Literature and the Language Programme	1	8	5
M. Demonstration of TEP	4	6	3
N. Technique of Language Laboratory Usage	3	2	5
O. Research Project		5	4
P. Testing	1	1	6
Q. A V Graphics		4	4

Eight courses were marked as "Not Relevant" (a total of fifteen such marks). "Methodology of TESL" was rated very helpful by seventeen course members. "Research Project" was rated very helpful by seven members. In general the reactions were favourable.

Next, the course members were asked to make suggestions as to how the content or scheduling of the course could be improved. The response was highly varied, with many helpful and unique suggestions. However, some suggestions were repeated by several members, and these are listed below:

(a) "Include more practical work, demonstrations, school visits, etc." (8 members).

The staff is working toward this end, particularly after the first month of the course.

(b) "Select special project topics earlier, preferably before leaving the member country" (4 members).

This has been done by most third course members, but where members have come without a definite topic they have been encouraged to wait until the first month of basic subjects has been completed before finalizing their topics.

(c) "More free or supervised reading time" (3 members).

With the development of an adequate library, course members are being given more free time for reading, and lecturers are making more outside reading assignments.

Many other useful suggestions were made by one or two course members and some of them have been implemented. The ordering of the above list should not be taken to imply that weight of numbers is the only criterion used by the staff in evaluating suggestions.

The final area covered in the course member questionnaires was that of general living conditions. This was the one area in which the comments were not generally favourable. The course members for the third 4-month course are housed in a different place, and it is hoped that this new housing will be more satisfactory.

In comparing the questionnaires of the course members from the first 4-month course with those of the second it was found that the most striking difference between the two groups' comments was that the members of the second course tended to be generally more critical than the members of the first course. If, for example, a question was asked which had three possible answers, one of which was highly positive, one neutral and one negative, the members of the first course tended to choose the highly positive response. The great majority would have chosen the positive response, only three or four would have chosen the neutral response, with none or perhaps one choosing the negative response. The opinions of the members of the second course, however, seemed to be slightly more evenly spread, from positive through neutral to negative. On most of the questions, as many as one-fourth or one-third of the comments would fall in the neutral or negative category. While this tendency to be more critical (and perhaps more realistic) did exist, the majority of the comments about most areas were favourable.

In addition to the formal questionnaires described above, the staff and course members spent a good deal of time in informal discussions. The ideas gained in this way are reflected in the staff evaluations given below.

1. Professional staff evaluation

The consensus of opinion among the RELC professional staff was that the second 4-month course progressed much more smoothly than the first. It was felt that the sequencing and arrangement of the courses were much better, and the courses were better coordinated.

The staff felt that the course members for the second course were a more homogeneous group than for the first course. The quality of work as well as the general level of English proficiency was thought to be higher. There were fewer outstanding course members during the second course, however. This feeling was confirmed by the quizzes given by the individual staff members.

More reference materials were available during the second course than during the first, and it was thought that this made a great deal of difference in teaching their individual classes.

It was the feeling of the professional staff that the time provided for the course members to work on their individual assignments was still not sufficient. It was suggested that blocks of time be allotted during the third 4-month course for the course members to work on these assignments. This is being implemented during the third course. It was also thought that the remedial English course given at the RELC should be reviewed in the light of what has been learned about the course members' difficulties with the language, particularly those course members from TEFL countries.

Although certain areas of the RELC program still require improvement, the overall evaluation of the second 4-month course by the members of the RELC professional staff was, on the whole, favourable.

2. English proficiency test results

During the first RELC 4-month course, it was decided to administer a test of English proficiency to the course members of the second course. This test was intended to serve a double purpose:

(a) to give the professional staff an indication of the course member's English proficiency at the beginning of the course so that the courses could be adjusted accordingly; and,

(b) to provide a pre-course and post-course measure to indicate whether the English proficiency of the course members improved during the course. The short version of the English Proficiency Test Battery (EPTB) was selected.

The EPTB was designed to test the language problems of speakers of English as a second or foreign language. It was designed to test these problems in areas of performance, rather than in points of contrast between languages. Due to the difficulties involved in constructing and using tests of language production, the EPTB concentrates on comprehension and listening. The standard score mean of the short version of the EPTB is 60 and the standard deviation is 6. Studies in the United Kingdom have indicated that a student who scores less than 36 on this test would not ordinarily have sufficient proficiency in the English language to enable him to profit from university level work in an English medium institution.

The test was initially administered to the RELC course members on the first day of the course. The final administration was during the last week of the course. The mean pre-course standard score was 48.4. The mean post-course standard score was 48.4.

The pre-course mean score indicates that most of the on-site members' English proficiency was sufficient to enable them to profit from the instruction at the RELC. Only two course members fell below the cut-off score (34) established by the U.K. studies for admission to U.K. universities. The increase in proficiency during the course was also quite encouraging. The post-course mean score for this group was one full standard deviation above the mean score for the EPTB.

SEAC second four-month course, February-June 1970

Assignments of Lecturers at Bonjol

Course Members	Assignments
1. Mr E.F. Silveira (Malaysia)	Design for use in the teaching of English as [illegible] the level in Malaysia
2. Mrs Noordah Lah (Malaysia)	Basic English lessons for English medium Primary [illegible] in Malaysia
3. Mrs Fe L. Lumaughan (Philippines)	The use of songs in the Grade Three English program for purposes of enjoyment and reinforcement of patterns taught
4. Mrs Philomena Yong (Malaysia)	The use of games and activities in the presentation of language items selected from the English syllabus for Standard VI in some English medium schools in West Malaysia

[redacted]

[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]
	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]

Regional English Language Centre

[illegible]

[illegible] - [illegible] Course - 1984

	Participants	Qualifications
[illegible]	English Teacher, [illegible] High School, [illegible]	[illegible] University in English [illegible] High school Assistant Training College, [illegible]
	English Teacher, [illegible] High School, [illegible], [illegible]	B. A. [illegible] - [illegible]
	English Teacher, [illegible] Secondary School, High School, [illegible], [illegible]	B. A. [illegible] in English, [illegible] in College in English Service, [illegible]
[illegible]	Teacher, College of [illegible], [illegible]	B. A. [illegible] in English [illegible] Training College, Level [illegible] in [illegible], [illegible] of [illegible] [illegible]
[illegible]	[illegible] and Teacher of English, [illegible] Institute, [illegible]	B. A. [illegible] in [illegible] [illegible] [illegible] [illegible], [illegible]

Designation	Qualifications
Head and Supervisor, English Department, Bangkok Commercial College, Bangkok.	B.A. (Chulalongkorn University) Dip. in Education (Chulalongkorn University) Dip. in Education (University of Sydney) M. Ed. (University of Sydney)
Head, English Department, Wat Borpitpimuk Vocational School, Bangkok.	B.A. majoring in English (Chulalongkorn University) Dip. in Education (Chulalongkorn University)
Teacher and Instructor, Head of English Department, Chulalongkorn Demonstration School, Faculty of Education, Chulalongkorn University, Bangkok.	B.A. (Hons.) majoring in French and English (Chulalongkorn University) B. Ed. (Chulalongkorn University) M.A. in Education majoring in Educational Psychology (State University of Iowa, U.S.A.)

Country	Name	Designation
Vietnam	Miss Nguyen Thi Nguyet	Principal, Thuduc Demonstration School, Faculty of Pedagogy, Saigon.
	Mrs Phan Thi Tot	Teacher of English, Ngo-Quyen High School, Bien-Hoa.
	Miss Huynh Thi Lai	Teacher of English, Le-Ngoc-Han High School, Dinh-Tuong.

Designation	Qualifications
cipal, ue Demonstration School, lty of Pedagogy, n.	Licencie - es - Lettres (University of Saigon) Diplome d'Etudes Superieures (University of Saigon) Training in Linguistics (University of Michigan)
her of English, Quyen High School, -Hoa.	Diploma majoring in English (Faculty of Pedagogy - University of Saigon)
her of English, gue-Han High School, -Tuong.	Diploma majoring in English (Faculty of Pedagogy, University of Saigon)

Annex 8

RELC third four-month course,
August-December 1969

Titles of Assignments (30 hours)

INDONESIA

1. Miss Siti Aminah Diponkoro — A consideration of factors relating to the organization and supervision of practice teaching in TEFL teacher training programmes in Indonesia

2. Mr Djahrul Nagoio — The training of teachers in South Sumatra in the use of the Ministry (DEP) Materials, with special emphasis on the handling of materials and the use of visual aids

3. Miss Asnjah Tan — Making use of and adapting the Ministry (DEP) Materials for Junior High Schools of Home Economics in Indonesia

LAOS

1. Mrs Thongkeo Sobsavang — Supplementary materials for adapting Elementary English, Books I, II and III for use in Laos

2. Mr Sengdara Phongsavanh — A contrastive phonological analysis of English and Lao

MALAYSIA

1. Mrs Chan Sin Fook — An analysis of written usage errors of Standard VI Malaysian students, with suggestions for remedial instruction

2. Mr Mohd Noor Bin Md. Amin — An analysis of errors in the written English of Malay-medium Secondary pupils (Form V) in West Malaysia

PHILIPPINES

1. Mr Orlando B. Oliveros — Suggested Exercises in reading comprehension for Philippine Intermediate Grade pupils

2. Miss Laura Gerilao — A study of Tanaglish expressions found in the written compositions of high school students in the Philippines

3. Miss Petronila S. Gramon — Proposed syllabus for Grammar and composition (Secondary I & II) set up in the University of the Philippines College Preparatory School

SINGAPORE

1. Mr Ee Yuh Kam — The guided approach to written composition, with one year's materials for Secondary One English medium schools in Singapore

2. Mr Tee Lam Thong — An examination of the English vocabulary used in the teaching of science in lower Primary classes of non-English medium schools in Singapore

3. Mr Chia Siew Seok — An investigation of language use among Secondary Four students in Singapore: A pilot project

4. Miss Ng Eng Kiok — A contrastive phonological analysis of Hokkien and English

THAILAND

1. Miss Tongkol Vichienoraphat — Reading materials for final year students in Secondary Schools in Thailand

2. Miss Virat Bhandhumetheekul — English business letter writing materials for final year students in Vocational Schools in Thailand

3. Miss Nalinee Chantharasut — An outline programme for the teaching of written English in Grades 9 - 12 of Thai schools with sample materials for Grades 11 and 12

[illegible]

٤.	[illegible]	[illegible]
٥.	[illegible]	[illegible]
٦.	[illegible]	[illegible]

Annex I

[illegible]

[illegible]

Page

I. [illegible] 3

II. [illegible] 4

III. [illegible] 5

[illegible] 5

IV. [illegible] 6

V. [illegible] 8

VI. [illegible] 9

VII. [illegible] 10

A. [illegible] 10

1. [illegible]

2. [illegible]

3. [illegible]

B. [illegible] 11

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

[illegible]

the research scholar. However, the RELC expects the following considerations:

a) Any publication of work done by the scholar during his residence at the RELC should properly acknowledge the contribution and support of the RELC.

b) The RELC should be furnished a minimum of two copies of the published version of research work done by the scholar wholly or in part during his residence at the Centre.

c) The RELC has the option of making and/or retaining copies of investigation or research data or materials collected or compiled by the scholar during his residence at the Centre. These materials will be made available to students and researchers at the Centre, always with the condition that the scholar's rights therein are acknowledged and respected.

III. Materials produced by professional staff members of the RELC

The RELC strongly encourages original scholarly research and publication by members of its professional staff. The rights of copyright and/or patent of any work produced by a staff member as part of his official duties shall be vested in the RELC. Permission to reproduce and/or publish such work for distribution outside the Centre may be granted by the RELC to the author under whatever conditions and restrictions the RELC considers appropriate.

For work produced by a staff member apart from his official duties, the RELC expects that acknowledgment will be made of any contribution

made by the RELC to the work. In cases where work produced by a staff member as part of his official duties, or with the support of the RELC during the time of the member's assignment is to be incorporated or otherwise utilized in reproduced or published form for general distribution, permission to utilize such work must be obtained from the RELC, and acknowledgment should be made of RELC support.

The intent of this policy is not in any way to limit or hinder the member's use of the fruits of his scholarly activity, but only to insure maintenance of proper standards of any work associated with the name and activities of the RELC, and administration of this policy will be carried out with this intent in mind.

Statements by Course Members

(a) Past Course Members

In consideration of having completed the four-month intensive course, September-December 1968, at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works written by me in the course of fulfilling the requirements for the award of the Certificate in TESL/TEFL in December 1968.

(b) Present Course Members

In consideration of having been assigned as a member of the four-month intensive course, February-May 1969, at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works that have been written by me in the course of fulfilling the requirements for the award of the Certificate in TESL/TEFL during the course.

(c) Future Course Members

In consideration of being accepted as a member of the four-month intensive course (date) at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works to be written by me in the course of fulfilling the requirements for the award of the Certificate in TESL/TEFL during the course.

REGIONAL ENGLISH LANGUAGE CENTRE

DIRECTIVES

These Directives issued by the Director are necessary for the implementation of the RELC Staff Rules and are subject to change at the discretion of the Director.

CLASSIFICATION OF POSTS

Director

Administrative Staff

Registrar

Bursar

Librarian and Head of Information Centre

Publications Officer

Professional Staff

Specialist in Descriptive/Theoretical Linguistics

Specialist in Applied Linguistics

Specialist in Sociolinguistics

Specialist in Methodology

Specialist in Instructional Materials

Specialist in Reading Materials

Specialist in Programmed Materials and Language Testing

Specialist in Spoken English

Specialist in Audio-Visual Aids

Specialist in Evaluation & Testing

Senior Service Staff

Superintendent

Deputy Superintendent

Language Laboratory Assistant

Assistant Librarian

Secretary to the Director

Administrative Assistant

Junior Service Staff

Graphic Artist

AVA Technician

Photographer

Laboratory Technician

Publications Clerk/Typist

Clerk/Typist

Typist

Telephone Operator/Receptionist

Supporting Service Staff

Office Attendant

Watchman

Cleaner

Servant/Porter

Gardener

Driver

Groundsman

Lift Attendant

[redacted]

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[illegible]	[illegible]

[redacted]

The classification of vehicles is shown in the following Table:-

Type of vehicle	Cylinder capacity of vehicle (cc)	Class
Car, motor-cycle or motor scooter	1,400 and above	A
	1,000 - 1,399	B
	Under 1,000	C

The actual rates of Mileage Allowance payable are set out in the following Table:-

Class	A	B	C
Mileage travelled in each calendar month	Cents per mile		
First 100 miles	46	36	28
Second 100 miles	38	31	24
Third 100 miles	33	26	20
Fourth 100 miles	30	24	19
Fifth 100 miles	27	21	17

Claims

Mileage Allowance will only be paid on the basis of duly certified claims made each month on a prescribed form by the officer concerned.

Forms are available at the General Office and should be prepared in duplicate and submitted within ten days after the end of the calendar month.

It must contain a detailed statement of all journeys performed on official duty.

Official Journeys by Taxi

Officers with a basic salary of not less than S$550 per month may, with the permission of the Director, be refunded taxi fares for a journey on duty within the island of Singapore.

Members of the staff with a basic initial salary of less than S$550 per month may be refunded taxi fares when carrying cash in excess of S$100 or when transporting stores which could not ordinarily be conveyed by official or other public transport or in cases where the Director certifies that taxi fares should be paid on grounds of urgency.

Journeys outside Singapore

For a journey outside Singapore a member of the staff may be paid a mileage allowance of 0.25¢ per mile, provided the Director is satisfied that it is in the interest of the Centre that the member concerned should travel by his own car. Permission must be obtained in advance from the Director.

PROCEDURES FOR APPEAL AGAINST DISCIPLINARY MEASURES

In the case of a staff member assigned by a SEAMEO government or by a non-SEAMEO government or Agency who wishes to appeal against the decision regarding a disciplinary measure which has been reached in accordance with the machinery established under the provision of Rule I.1, the procedure to be followed is:-

(i) The staff member, after consultation with his government/ agency, shall notify the Director, the Chairman of the Coordinating Committee and the Director of SEAMES of his wish to appeal against the decision within sixty days of the receipt of notice of the decision.

(ii) The Director of SEAMES shall convene a meeting of a Board of Appeal to be held in Singapore within 21 days of receipt of the notification of the staff member's wish to appeal.

(iii) The Board of Appeal shall be constituted as follows:-

(1) Director of SEAMES, or his representative, - Chairman.

(2) Coordinating Committee member from a country other than that of the appellant to be appointed by the Director of SEAMES.

(3) A representative of the staff member's home government or agency. The Chairman will appoint one of the other members of the Board as rapporteur.

(iv) The Director and the staff member concerned shall communicate three copies of any relevant documents to the Director of SEAMES within 7 days of the notification of appeal.

(v) The Board of Appeal shall reach a decision within a maximum of 7 days of the notification of appeal.

(vi) The Director and the staff member concerned may each engage a legal representative. RELC funds will meet the cost of a legal representative engaged by the Director, and the staff member concerned will have to meet the cost from non-RELC sources.

(vii) Travel expenses of the members of the Board of Appeal from SEAMEO countries shall be borne by RELC funds.

(viii) The Appeal Board's decision shall be communicated immediately to the Director and the staff member concerned and shall be final.

JOB DESCRIPTIONS OF ADMINISTRATIVE AND PROFESSIONAL STAFF

The post titles and job descriptions of professional staff are subject to change in accordance with changing needs of REIC.

[illegible]

[illegible]: [illegible]

[illegible]: Working under the policy direction of the SEAMEO Coordinating Committee, the Director will serve as chief executive officer of the Centre. He shall be responsible to the SEAMEO through the Coordinating Committee which shall lay down the policy of the Centre. He shall maintain close contact with SEAMEO and whenever possible work in cooperation with the Director of SEAMEO. He shall be responsible for the following:

(a) the implementation of the policies and programmes approved by the Coordinating Committee;

(b) the provision of professional leadership, guidance and supervision to the Centre staff;

(c) the planning, promotion, and [illegible] of Centre activities in line with its policies;

(d) the undertaking of all phases of administrative, promotional and development work according to the aims and objectives of the Centre;

(e) the organization of the various programmes of the Centre and recruitment of the necessary staff, as on wide a geographical basis as possible, taking into account the highest standard of integrity, efficiency and the professional competence

(f) the preparation of the Agenda for Coordinating Committee meetings, submission of recommendations in respect of the programme of work for the Centre, preparation of budget estimates, and implementation of the budget;

(g) making all necessary arrangements for Coordinating Committee meetings (the participation in these meetings on an ad-hoc basis but without voting rights);

(h) the preparation of periodic reports on the activities of the Centre, and the communication of them to BSEC/EO and to the Coordinating Committee;

(i) the performance of any other functions deemed necessary by BSEC/EO.

QUALIFICATIONS

(a) *Personal*

The candidate must have the qualities of an international statesman (i.e., the ability to place the overseas interest and the corporate welfare of the Centre above either personal or national interests. Demonstrated leadership capabilities, skill in diplomacy, courage and vigour, broadness and good commonsense, patience and tact, are all desirable personal qualities.

He should have a high level of fluency in spoken and written English and should be a particularly artistic speaker.

(b) [illegible]

Post-graduate degree in Education with suitable training in teaching English as a Second Foreign Language.

(c) [illegible]

Successful ability to effectively administrative and supervisory experience in educational planning and allied fields. Familiarity with the work of international organizations. Knowledge with the political, economic, social, cultural and educational background of the countries of Southeast Asia and their development in these fields. Professional work in a planning agency. Job experience in research and technical and programming, coordinating, and supervising an office group.

[illegible] AND CONDITIONS OF SERVICE

To be determined.

[illegible]

[illegible] [illegible]

[illegible]

(a) To be responsible to the Governor for the custody of the common seal and documents thereto, documents and such other property of the Trust as may be determined from time to time by the Trustees;

(b) To co-ordinate the agenda for and minutes of meetings of the Trust as directed by the Governor and to keep the minutes of such meetings;

(c) To be responsible for all correspondence in respect of the welfare of bursary candidates, successful candidates and graduates until such time as graduation and registration of bursary candidates;

(d) To make photostatic/electronic arrangements for the efficient functioning of all academic programmes conducted at the Trust;

(e) To make arrangements for all higher committee meetings and to attend the Trustees;

(f) To assist the Governor in formulation work, to prepare/attend and keep minutes, and to the public relations function of the Trust;

(g) To assist the Governor in the [illegible] administration of the Trust;

(h) To plan, organise and manage [illegible] the Governor the services

[illegible]

(f) [illegible]

[illegible]

(a) [illegible]

[illegible]

(b) [illegible]

[illegible]

(c) [illegible]

[illegible]

[illegible]

[illegible]

(f) To develop and strengthen the reference, information and other services appropriate to the functions of the Library and Information Centre;

(g) To establish and maintain liaison with related and relevant institutions associations and organizations;

(h) To supervise and to arrange for the training of library staff and to organize staff meetings;

(i) To assist the Director in the public relations function of RELC;

(j) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

QUALIFICATIONS:

(a) Personal

Candidates should be in good health and have an excellent command of English. Interest in editing and publication work is necessary.

(b) Professional

Candidates should be holders of a degree from a recognised university and have a recognised professional library qualification. Training in information systems related work is desirable.

(c) Experience

Candidates should have had extensive experience working in a

library. Experience as head of a department in a large library is an advantage.

Familiarity with the Southeast Asian region in terms of locating and obtaining information, and experience in regional or international institutions are important.

SALARY AND CONDITIONS OF SERVICE

To be determined.

ADMINISTRATIVE

POST TITLE: Publications Officer

DUTIES:

(a) To be responsible for coordinating the RELC publications programme;

(b) To assume general responsibility for the maintenance of a standard of impeccable English in all publications and reports emananting from RELC;

(c) To be responsible for the production, distribution, indexing and management of all RELC professional and administrative publications, and to assist in the publication of visual and recorded materials where necessary;

(d) To propose and control the annual budget for RELC publications;

(e) To cooperate closely with the professional and administrative staff responsible for the content of any of the RELC publications;

(f) To execute the Director's instructions in respect of all publicity, press and public relations concerning RELC;

(g) To supervise all printing and reproduction work done at RELC;

(h) To establish and maintain contact with publishing houses, particularly with educational publishers, and printers as appropriate to the RELC publications programme;

(i) To supervise service staff appointed to assist the Publications Officer;

(j) To undertake any other duties in the areas of general responsibility which may be determined by the Director.

QUALIFICATIONS:

(a) Personal

Candidates should have an excellent command of spoken and written English and should be in good health.

(b) Professional

Candidates should be holders of a recognised university degree, or its equivalent, and should have had appropriate training in a relevant area of publishing.

(c) Experience

Candidates should have some years of experience in publishing, particularly in educational publishing. Experience in editing, writing and printing is necessary. Experience in teaching or educational administration and a knowledge of publishing practice in Southeast Asia an advantage.

SALARY AND CONDITIONS OF SERVICE:

To be determined.

PROFESSIONAL

POST TITLE: Specialist in Linguistics
(Descriptive/Theoretical Linguistics)

DUTIES:

(a) To initiate, promote and/or undertake:

(i) linguistic research in major and minor languages used in the region including English;

(ii) the assembling of published and unpublished works on the languages of the region;

(iii) an evaluation of the existing descriptive works in order to determine which research projects should be given priority;

(b) To conduct courses in descriptive and theoretical linguistics, with emphasis on contemporary work in English studies and theories of syntax;

(c) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general area of Descriptive/Theoretical linguistics;

(d) To undertake any other duties in the professional field or in the areas of general responsibility which may be determined by the Director.

It should be understood that all of the above-stated duties should be carried out so as to support directly and indirectly the overall aims of RELC.

QUALIFICATIONS:

(a) Personal
Candidates should possess an excellent command of spoken and written English and should be in good health.

(b) Professional
Candidates should be holders of a post-graduate university qualification in linguistics or an allied field.

(c) Experience
Preference will be given to candidates who have had experience with Southeast Asian and/or Austronesian languages. Proven ability to teach and to undertake successful research is desirable.

It is hoped that the candidate should be prepared to submit examples of publications which are related to the field.

SALARY AND CONDITIONS OF SERVICE

To be determined.

[redacted]

[redacted] Specialist in Linguistics
(Applied Linguistics)

[redacted]

(a) To initiate, promote and/or undertake:

(i) [redacted] contrastive phonological and grammatical analyses of the descriptions of the languages of the region and British and American English;

(ii) [redacted] leading to the development of instructional materials based on specific linguistic data;

(iii) development of pedagogical grammars and literacy materials for minor languages of the region which could may be deemed desirable by the authorities of the Ministry countries as a basis for literacy materials in English;

(b) To conduct courses in Applied Linguistics, particularly in the area of contrastive analyses;

(c) To advise and/or supervise persons undertaking research projects and/or assignments within the ambit of the Centre in the general area of Applied Linguistics;

(d) To initiate linguistic theory and studies in language teaching through lectures and seminars;

(e) To undertake any other duties in the professional field or in the areas of general responsibility which may be determined by the Director.

It should be understood that all of the above named duties should be carried out so as to support directly and indirectly the overall aims of SEAMEO.

[redacted]

(a) Personal
Candidates should have an excellent command of spoken and written English and should be in good health.

(b) Professional
Candidates should be holders of a post-graduate university qualification in Applied Linguistics or an allied field.

[illegible]

(i) [illegible]

[illegible]

(ii) [illegible]

[illegible]

(iii) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(c) [illegible]

[illegible]

[illegible]

[illegible]

PROFESSIONAL

POST TITLE: Specialist in TESL/TEFL
(Reading)

DUTIES:

(a) To participate in

(i) surveys of instructional materials at present in use in SEAMEO countries;

(ii) identification of the needs of the region and member countries in respect of reading materials in English at all levels;

(iii) the preparation of reading materials in English in SEAMEO countries consistent with the findings of (i) and (ii) above.

(b) To deliver lectures on the methodology of the teaching of reading, with particular emphasis on the intermediate and advanced levels of instruction;

(c) To conduct courses in the area of syllabus and instructional materials with special reference to syllabus and reading materials - including literature texts - in use in the region, and with emphasis on the production of materials suited to situations found in the region;

(d) To coordinate work undertaken in (a) - (c) above with the appropriate specialists in related fields;

(e) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general area of instructional materials and the methodology of the teaching of reading;

(f) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

QUALIFICATIONS:

(a) Personal
Candidates should have an excellent command of spoken and written English and should be in good health.

(b) Professional
Candidates should be holders of post-graduate qualification in applied linguistics, the teaching of English as a second/foreign language or an allied field. A first degree in English Literature would be an advantage.

(c) Experience
Candidates should have teaching experience at the primary or secondary level and at teacher training level as well. Experience in the preparation of reading materials for the teaching of English is highly desirable. Acquaintance with the sources and range of reading materials available is also desirable.

SALARY AND CONDITIONS OF SERVICE

To be determined.

PROFESSIONAL

POST TITLE: Specialist in TESL/TEFL
(Programmed Materials and Language Testing)

DUTIES:

(a) To participate in

(i) surveys of instructional materials at present in use in SEAMEO countries;

(ii) identification of the needs of the region and member countries particularly in respect of programmed instruction and testing materials for English at all levels;

(iii) the preparation of programmed material and tests for English in SEAMEO countries consistent with the findings of (i) and (ii) above.

(b) To deliver lectures on the methodology of the teaching of writing, with particular emphasis on the intermediate and advanced levels of instruction;

(c) To conduct courses in the area of syllabus and instructional materials with special reference to programmed instruction and language testing and with emphasis on the production of materials suited to situations found in the region;

(d) To undertake duties listed in (a) - (c) above in cooperation with the appropriate specialists in related fields;

(e) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general areas of instructional materials and the methodology of the teaching of writing;

(f) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

QUALIFICATIONS:

(a) Personal
Candidates should have an excellent command of spoken and written English and should be in good health.

(b) Professional

Candidates should be holders of a post-graduate qualification in applied linguistics, the teaching of English as a second/foreign language or an allied field. Graduate, undergraduate or practical experience in the fields of programmed instruction and testing is essential. Knowledge of theories of learning is an advantage.

(c) Experience

Candidates should have teaching experience at the primary or secondary level and at the teacher training level. Experience in the preparation of tests and other materials for the teaching of English is highly desirable.

SALARY AND CONDITIONS OF SERVICE

To be determined.

PROFESSIONAL

POST TITLE: Specialist in TESL/TEFL
(Spoken English)

DUTIES:

(a) To conduct courses in English phonology, technique of teaching pronunciation, language laboratory techniques and related subjects;

(b) To organise and conduct programmes for the improvement of English skills required by persons attending courses at the Centre;

(c) To be the professional member of staff in charge of the language laboratory and audio-materials used therein and to supervise the work of the Language Laboratory Assistant;

(d) To produce (in conjunction with the Specialist in Instructional Materials) audio-materials for TESL/TEFL;

(e) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general areas of English phonology and the teaching of pronunciation;

(f) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

QUALIFICATIONS:

(a) Personal
Candidates should have an excellent command of spoken and written English and should be in good health

(b) Professional
Candidates should be holders of a university degree or its equivalent with a post-graduate qualification in phonetics, applied linguistics or some allied field.

(c) Experience
Preference will be given to candidates with experience in TESL/TEFL programmes in the region. Ability to undertake successful production of instructional audio-materials is highly desirable.

SALARY AND CONDITIONS OF SERVICE

To be determined.

[redacted]

[redacted]
(Audio-Visual Aids)

[redacted]

(a) To conduct courses in the preparation and use of audio-visual aids in the teaching of English.

(b) To supervise and/or advise persons undertaking research projects under the aegis of the Centre in the general area of audio-visual materials.

(c) To conduct surveys of audio-visual materials at present in use in SEAMEO countries in order to identify the needs and requirements of the region.

(d) To prepare and produce audio-visual materials for use in the region with emphasis on the use of inexpensive materials and equipment consistent with the findings of (c).

(e) To supervise technical staff appointed to assist in (d) above and to be responsible for all aids and specialised equipment (excluding language laboratory).

(f) To coordinate work undertaken in (a), (c) and (d) above with the appropriate specialists in related fields.

(g) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

[redacted]

(a) Personal
Candidates should have an excellent command of spoken and written English and should be in good health.

(b) Professional
Candidates should preferably hold a university degree and should have had training in Audio-Visual Aids. Graphic ability and a TESL qualification will be advantageous.

iii) [illegible]

Candidates should have had teaching experience at primary or secondary school level and should have had experience in lecturing in ESL in teacher training or similar institutions. Proven ability to devise and produce effective ESL materials for language teaching is essential.

[illegible]

To be determined.

[illegible]

[illegible] Description of Employment and Duties

[illegible]

(a) To exercise, [illegible] the general supervision of the Director, [illegible] responsibility for coordination of the Centre's [illegible] programmes and, on behalf of the professional staff, to make recommendations on the feasibility and [illegible] duties of proposed research projects;

(b) To exercise, under the general supervision of the Director, responsibility for evaluation of SEAC programmes, including:

(i) [illegible] responsibility for biannual evaluation [illegible] by the ILRT or SEAC;

(ii) Technical assistance to the development of [illegible] evaluation programmes [illegible] the creation of [illegible] institutions;

(iii) Liaison with external evaluation programmes of the [illegible] institutions;

(c) To [illegible], promote and/or [illegible] project [illegible] to improve and score effective [illegible] procedures related to the [illegible], and training of English in the region;

(d) To provide [illegible] and other specialized assistance to SEAC staff, course [illegible], and members [illegible] and [illegible] development, [illegible] design, [illegible] and related activities;

(e) To [illegible] lectures in language testing, psychology of language learning, [illegible] construction and related [illegible];

(f) To supervise and/or advise on research projects and/or [illegible] undertaken [illegible] the [illegible] of the Centre, including [illegible] of the TEST Curve and [illegible];

(g) To undertake any other duties in the professional field as a [illegible] of general responsibility [illegible] may be determined by the Director.

[redacted]

[redacted]

(a) [redacted]
[redacted]

(b) [redacted]
[redacted]

(c) [redacted]
[redacted]

[redacted]

[redacted]

pecialist in Instructional Materials and Editor b

Area of Liaison work
4. Instructional materials used in the SEAMEO country for English teaching and learning at all levels - syllabuses, examination papers, textbooks, readers, teachers' guides, radio and TV materials for English programmes, other AV materials, etc.
5. RELC Publications: RELC Journal (bi-annual) Newsletter (Quarterly)

	Designation and/or Address
	Head, English Language Project, Directorate General of Basic Education. Instructor, English Department, Institute of Education, Malang.
	Chef de Cabinet, Ministere Education, Vientiane, Laos. Directrice des Etudes, Section Anglaise E.S.P., Vientiane, Laos
	Federal Inspectorate of Schools, Kuala Lumpur. Educational Planning and Research Division, Ministry of Education, Kuala Lumpur.
	Associate Professor, College of Education, University of the Philippines Chief, Elementary English Section, Bureau of Public Schools.
	Specialist Inspector (English Language & Literature), Ministry of Education, Singapore. Specialist Inspector (English as a second language), Ministry of Education, Singapore. Lecturer, Teachers' Training College, Singapore.
	Associate Professor of English, Faculty of Pedagogy, Saigon University.

151) have
been assigned.

Thailand:

Momluang Boonlua Debyasuvarn,
Acting Dean of Liberal Arts,
Silpakorn University,
Nakorn Pathom.

Mrs. Mayuri Sukwiwat,
Director,
English Language Program,
University Development Commission,
Bangkok.

Reporting System for up-to-date record of TESL/TEFL research and special programmes planned or underway in the region

1. Establishment of Reporting System

At the Fourth Meeting of the RELC Coordinating Committee held in Malang, 30 September - 2 October 1968, the Reporting System for an up-to-date record of TESL/TEFL research and special programmes planned or underway in the region was studied. The objectives of, the responsibility for undertaking and the procedure for implementing the Reporting System were detailed as in Appendix 6 of the Report of the Fourth Coordinating Committee Meeting. It was recommended that the Reporting System as amended by the Committee be adopted.

2. Responsibility for Reporting System

The Fourth Coordinating Committee Meeting also recommended that a National Committee be formed to liaise with the RELC staff in carrying out professional and research activities. Among these activities was the reporting system for up-to-date record of TESL/TEFL research and special programmes planned or underway in the region. At the Fifth Meeting of the Coordinating Committee held in Quezon City, Philippines, 4 - 6 March 1969, the names of the members of the National Committee of six member countries were confirmed. The persons appointed to liaise

with the RELC Librarian and Head of Information Centre for the implementation of the Reporting System were as follows:

Indonesia	Mr Saemidi, Instructor, English Department, Institute of Education, Malang.
Laos	Madame Pinkham Simmalavong, Directrice des Etudes, Section Anglaise E.S.P., Vientiane.
Malaysia	Mr A.L. McGregor, Assistant Dean of Education, University of Malaya, Kuala Lumpur.
	Dr K. Thelvanayagam Pillai, Faculty of Education, University of Malaya, Kuala Lumpur, (while Mr A.L. McGregor was away on leave)
Philippines	Miss Hortensia S. Benoza, Assistant Chief, Division of Publications and Documentation, Bureau of Public Schools, Department of Education, Manila.
Singapore	Mr Oliver Seet, Lecturer, Teachers' Training College, Singapore.
Thailand	Mrs Mayuri Sukwiwat (interim), University Development Commission, National Council of Education, Sukothai Street, Bangkok.

3. Implementation of Reporting System

In order to initiate the collecting of reports of on-going or completed TESL/TEFL research and special programmes in each member country, the appropriate cards were sent in April 1969 to each National Committee member mentioned above for completion and return to RELC. In August 1969, a request was made for the return of any completed cards carrying details of any research or special programmes on TESL/TEFL being carried out or conducted in the member country.

4. Present position regarding Reporting System

The National Committee member for Singapore has sent to RELC an initial report on a TESL programme which is underway at the Teachers' Training College. An initial report on the construction of English pronunciation materials based on a contrastive analysis of English and Tagalog has been received from the Philippines. The research is taking place at the Ateneo de Manila University. The National Committee members for Indonesia and Thailand have indicated that they will be sending in reports in due course.

Three names for members of the Vietnam National Committee have been received. The composition of the Philippines National Committee has been expanded. The names of the National Committee for Thailand are still interim in nature. In the case of Philippines and Thailand, the assignment of specific responsibilities and the areas of liaison work in conjunction with the appropriate member of the RELC staff have yet to be indicated. It is hoped that the permanent members of the National Committee for Thailand will soon be appointed to liaise with the RELC Librarian and Head of Information Centre for the implementation of the Reporting System.

There is need here to stress the important area of cohesion and co-operation in implementing the Reporting System. The Reporting System must be successful.

Firstly, in order that BALLC may be kept fully informed of up-to-date developments in the English [illegible] so-related fields in south and every member country for the purposes of co-ordinating, monitoring and strengthening programmes and facilities in English teaching in member countries.

Secondly, in order that research may be promoted and the results of research disseminated for the benefit of [illegible] countries.

Reporting System for up-to-date record of TESOL/TEFL research and special programmes planned or underway in the region

TESOL/TEFL research and special programmes in ASEAN member countries are important for the improvement of the teaching of English in these countries. Since knowledge of the aims, methods, materials and results of TESOL/TEFL research and special programmes would be of great advantage to everyone concerned with the teaching of English in ASEAN member countries, a reporting system for an up-to-date record of TESOL/TEFL research and special programmes is recommended.

The objectives

1. To keep the Regional English Language Centre and all ASEAN member countries informed of up-to-date TESOL/TEFL research and special programmes.

2. To enable the exchange of information, methods and procedures on TESOL/TEFL research and special programmes.

3. To minimize duplication of TESOL/TEFL research and special programmes.

e. To provide [illegible] for publications on [illegible] research and special programmes.

[illegible]

The person in such [illegible] position closely associated to liaise with the Librarian and Head of Information Centre at the [illegible] Regional English Language Centre should be responsible for collecting reports of [illegible] research and special programmes.

[illegible]

i. Two reports should be posted:

(i) an [illegible] report is to be completed at the [illegible] of the research or programme.

(ii) a final report is to be completed at the conclusion of the research or programme.

ii. The following data are considered restricted and appear in the specially designed [illegible] on Attachment

For the [illegible] report:

Name(s) of person(s) responsible for [illegible] Programme

Date Report of [illegible] Programme

Location of [illegible] Programme

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [

examined further clarifications had to be obtained. As one of the bids came from the Head Office in Kuala Lumpur delays were experienced in obtaining replies, but finally one of the publishers was invited to submit a draft agreement. This is in the process of being amended and may well be signed by the time the Sixth Coordinating Committee meets. Further details appear in the Confidential Annexe to this paper.

First Issue In view of the unexpected protraction of negotiations with the publishers the first issue has still not been sent to press. Once the agreement for the second and subsequent issues has been finalised the order for the first issue will be placed and production will begin. It has been thought unwise to go ahead with the first issue - which will be free - in case for some reason the agreement is not signed. The first issue must be published by the same publisher as subsequent issues.

The first issue will now be devoted to the proceedings of the Regional Conference held in Singapore in June. Most of the papers will be published in part or in full. There is such a wealth of material that it will be a double issue containing a maximum of 128 pages. It will contain some advertising but this is unlikely to reach the maximum of eight pages.

All manuscript will be submitted once the agreement has been signed. There will be some delay while the layout and design is worked out, although the publisher is already going ahead on possible designs. The issue will be dated December 1969 but may not actually be distributed until early 1970.

Planning for the external evaluation of RELC Programmes

by

William B. Owen
RELC Specialist in Evaluation and Testing

I mentioned in an earlier paper that the preliminary steps in setting up procedures for the evaluation of the RELC programmes by the member countries have already been taken. I would like to take this opportunity to discuss these initial steps and to outline further necessary steps for external evaluation of the RELC programmes in light of the background furnished at the Fifth Coordinating Committee Meeting.

Dr Robert Krug, his paper before the last meeting of this committee, stated the problem very well when he said: "It is the task of external evaluation to establish criteria and procedures for measuring accomplishment which reflects the value of the training program to the 'consumer', e.g., its value to the larger organizations which utilize the graduates. And this kind of evaluation should be conducted by the consumer, not by the training establishment". This, then, is the problem with which we are all faced, today and in the future. You, as representatives of the member countries, are faced with the problem because the member countries are the "consumers" that Dr Krug spoke of. We at the Centre are faced with the problem because, like any service organization, we must provide the required services in such a way that we meet the needs of the member countries.

Dr Krug spoke of both short and long-range evaluative procedures. As a first step, he recommended that each country develop specific objectives for each person sent to the RELC for training. He also recommended that each country develop plans and procedures for evaluating the broader program objectives of the RELC including the non-training programs, such as the information centre and the research centre, both of which are included as functions of the RELC in the Plan for the Regional English Language Centre.

These recommendations were reflected in the formal recommendations of this committee at its last meeting. These recommendations were:

i) That an external evaluation programme be started in each member country. The programme should consist of:

   a. development of member country objectives for RELC programmes including specific objectives for each course member nominated for training, and

   b. development of procedures for subsequent determination as to whether the objectives have been met.

ii) That the RELC provide guidelines and technical assistance for the planning and continuing revision of the external evaluation programmes.

iii) That pending further development of procedures for specifying objectives, the member countries continue to indicate to RELC at the

time of nomination the specific duties of the course members upon their return.

On 31st July, in order to begin implementation of recommendation ii) of the Coordinating Committee, I, as the responsible member of the RELC professional staff, wrote a memorandum to each committee member outlining activities that should occur in order to establish external evaluative procedures, requesting certain information from each member country, and proposing a schedule for the outlined activities. For the benefit of those present today who are not members of this committee, I would like to briefly summarize the contents of that memorandum.

In the memorandum, I summarized the deliberations on external evaluation at the Fifth Coordinating Committee Meeting which were, briefly:

1. that evaluation is a continuous process,
2. that the primary responsibility for evaluation rests with the member country,
3. that evaluation procedures must be developed for the objectives which the country holds for each course member,
4. that there is no intent to establish a comprehensive and inflexible "evaluation system". We should attempt to establish a flow of useful, evaluative information between the RELC, the Coordinating Committee and the national committees.

It was emphasized that information of the type sought is now being furnished in the form of the listing of duties for each course member after he completes the course. Unfortunately this information is sometimes not detailed enough for the RELC to adequately differentiate its training programs or for the member country to use as a basis for evaluation. I then asked for more specific information where this was necessary, and provided an example of a sufficiently detailed description of duties and a sample format for use in furnishing this information. I also asked about present evaluative procedures in the member countries, how they are used, and for suggestions of new ways of obtaining evaluative information. Finally, a time-table was proposed for the various exchanges of information between the RELC and the member countries.

Unfortunately, the time-table, like so many other schedules, has slipped somewhat. I asked for a reply to my memorandum by 31st August: To date, only Malaysia, the Philippines, Singapore, and Vietnam have submitted their reports. I promised to respond to each of these reports by 20th September: I did not do so because the reports did not arrive in time for me to study them and get a reply back to you before this meeting.

As the evaluative procedures will most likely vary from country to country, I see little point in going into the specific information contained in the individual reports received thus far. I was greatly encouraged by the quantity and quality of the information received. There was, however, one disturbing element that I noted as I read these reports: Of those countries reporting, only one, the Philippines, reported any constructive use of the information gained from existing evaluative

procedures. I sincerely hope that with the increased emphasis now being placed on evaluation, this situation will be altered in the near future. The staff of the REIC will welcome criticism of our efforts if the evaluative procedures being developed in the member countries indicate that criticism is justified. It goes without saying, of course, that we would also welcome a "Well done" if you feel that is in order.

Now let us look very briefly at future activities. I mentioned earlier that I hoped to talk personally to each Coordinating Committee member at this meeting. This will give us an opportunity to become better acquainted and to exchange views on evaluative matters. During the last week in October and the first two weeks in November, I hope to visit each of the member countries. I trust that the remainder of the reports will be available to me before my visits. At that time, with the information contained in these reports in hand, I would like to sit down in a working session with the co-ordinator member, the national committee members or any other appropriate person and work out objectives, and ways of obtaining and using information to evaluate these objectives. I am confident that a trial plan for evaluative procedures can be worked out at that time. Hopefully, we may still be able to meet the last deadline in the proposed time-table from my 31st July memo, which reads: "January 1970: Evaluation plans submitted to ministerial conference".

Progress on TEP Development

by

William E. Cross

RELC Specialist in Evaluation and Testing

At the last meeting of this committee, Dr Donald P. Ames, Specialist in Research Design at the RELC, reported on the status of TEP as of that date. Further recommendations were then made by the committee on the basis of his report. The purpose of the present paper is to briefly report to the committee the progress to date in implementing those recommendations.

The first recommendation made by the committee at the last meeting was: "That the RELC staff continue the study, refinement and revision of the phonology section of TEP and continue study of the grammar section". This, a continuing process, is being done. We have now completed 24 additional phonology interviews, based on difficulty areas encountered during the formal tryouts of TEP and subsequent research. In addition, plans have been made for 25 more interviews, should these prove to be necessary in terms of the needs and desires of individual member countries.

Note was taken at the last meeting of the committee of the fact that WIDA is currently revising the grammar section of TEP. The RELC findings and recommendations on this section have been communicated to WIDA, and we are hopeful that these recommendations will be reflected in the finished product. The revision by WIDA is not yet complete, however, and no further decisions have been made concerning this section of TEP.

The second and third recommendations by the Committee at its last meeting were: "That the SEAMEO Research Centre [SEAMEO-RECSAM] examine [chromatic] monitoring developments and add TOT [refresher] courses [to SEAMEO and NIEDA], and advise member countries concerning [providing individual materials for] use of the TOT sections in [lieu of] seminars;" and "That the SEAMEO Secretariat provide each [national] Committee a detailed description of the [materials suggested for use in each] TOT section, [their availability for loan, purchase, or reproduction, and suggestions as to how they might be used with existing language laboratory facilities]."

To this end, a letter was sent to the Committee member of each member country to implementation of the above recommendations. Enclosed with this letter were materials describing SEAMEO variations, both completed and planned, projected SEAMEO variations, [phonological problems encountered during the trial] TOT courses, materials suggested for use with the phonology section of TOT, their cost, availability, and suggestions for their use in the member countries. The Committee member [or another TOT(L,P)SE] expert within the member country was requested to [comment] on the accuracy and adequacy of the [item], comment [on] history of [phonological problems], and indicate whether or not his country was interested in [trying out the TOT materials].

At the time of this writing, replies to this questionnaire have been received from Indonesia, Malaysia, the Philippines, Singapore, and Thailand. Singapore, of course, already tried out the TOT materials during the trial[run] last year.

[illegible] and [illegible] expressed interest in moving on the planning[illegible] of [illegible]. Both countries have established [illegible] and scheduled [illegible] for these [illegible]. Two [illegible] indicated that they would [illegible] [illegible] in [illegible] [illegible] and to [illegible] [illegible]. The Philippines and Thailand [illegible] [illegible] interest in a TDY [illegible] at that time. [illegible] and Thailand have not [illegible] [illegible].

The [illegible] in this questionnaire have been [illegible] in our planning for [illegible] development of TDY, particularly the planning of [illegible] [illegible] [illegible] [illegible] [illegible]. The [illegible] [illegible] of the questionnaire is that the TDY staff will have to [illegible] [illegible] [illegible] [illegible]. Some of the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]. Moreover, the responses to the questionnaire indicate that [illegible] of these [illegible] are not problems [illegible]. We are, however, [illegible] [illegible] in [illegible] and Thailand before [illegible] [illegible] [illegible].

I recommend [illegible] that [illegible] [illegible] [illegible] [illegible]. We are not aware of the [illegible] of this [illegible] at the present time. We have [illegible] [illegible] and [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]. We will [illegible] the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] 20

- [illegible] -

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

It attempts to fulfil this aim by carrying out training and research
nes, the production of instructional materials and the provision of
t and information services.

The work of the Centre is directed by a Coordinating Committee
l of one representative from each of the participating member states.
rdinating Committee meets twice a year to formulate policy, to draw
nual programme and budget and to evaluate and review the programmes
cts of the Regional English Language Centre.

The meeting which begins today is the Sixth Meeting of the Centre's
ing Committee, which the Hong Kong Government is honoured to have
n the opportunity to host.

I should perhaps make it clear that though this Opening Ceremony is
vited guests, the meeting itself will be restricted to delegates and
bservers - although the Press will be very welcome to cover the first
es or so of plenary session 1, which will begin in the Conference Room
cation Department at 10 o'clock.

And now, ladies and gentlemen, I call upon the Director of Education,
Canning, to give the Opening Address.

OPENING ADDRESS BY HON. JOHN CANNING,
DIRECTOR OF EDUCATION, HONG KONG

Dr Soemantri, Madam Chairman, Distinguished Guests, Ladies and Gentlemen:

On behalf of the Hong Kong Government I have great pleasure in welcoming all delegates and observers to the Sixth Meeting of the Coordinating Committee of the Regional English Language Centre, and to welcome the local guests who have been specially invited to this Opening Ceremony.

As you will see from your programme, the Regional English Language Centre, Singapore, is a project of the Southeast Asian Ministers of Education Organization. Perhaps at the outset I should make it clear that, because Hong Kong is not an independent territory, we are not a member of SEAMEO. However, since clearly we have certain interests and problems in common with the seven member-nations of SEAMEO, we have been following the progress of the Organization since its inception with keen interest and have participated as observers in some of the Organization's activities as a result of invitations which have been very kindly extended to us from time to time. This year alone, for instance, we have sent observers to a SEAMEO Conference in Djakarta and an RELC Seminar in Singapore. I am very happy that we are now able to return the hospitality shown to us by the Organization, by hosting this meeting of the RELC Coordinating Committee. Guests and local observers may be interested to

know first hand that this is the first time that such a meeting has been held outside the SEAMEO member-countries.

This meeting, as you know, is concerned with the activities of the Regional English Language Centre. I hope it may be of interest to participants if I now touch very briefly on some of the activities and problems with which we in Hong Kong are concerned in the field of English as a second language.

You may recall that in my message to the Regional Seminar held last June in Singapore I mentioned that for some time now the Education Department has been advocating a more enlightened approach to English teaching in Hong Kong and although for various cultural and sociological reasons many schools still cling to the more traditional and passive methods of language teaching, there are clear indications that a new attitude to English teaching has taken root and is slowly beginning to flourish. The old-fashioned and bookish approach of many teachers is being tackled in a number of ways, the primary emphasis being on teacher training.

Our three colleges of education receive an annual intake of about 600 full-time students straight from Form 5. Their standard of English varies greatly and a good deal of remedial work is necessary. The E. South language laboratory at Northcote College of Education is being used intensively for this purpose by both full-time and in-service students, and more laboratories are planned for the other colleges. Modern methods of teaching are advocated, and

many of the lecturers have received training abroad, some by means of British Council T.E.S. Scholarships at Moray House, Edinburgh, and at the University of Leeds. We hope also to send a local officer on one of the four-month courses at RELC provided that funds are released by the Hong Kong Government for this purpose.

In-service courses for experienced teachers are provided by our English Language Teaching Centre, which was set up in Hong Kong in 1965 by the British Council - appointed Adviser in English Language Teaching. Ever since which beginnings the work of this Centre has expanded, and the recent establishment of a peripatetic sub-unit in Kowloon means that 120 teachers at a time can be given a six-week part-time refresher course in methodology and remedial speech training, followed by a three-week follow-up in the classroom. So far over 800 teachers from over 200 primary schools have attended these courses, which are are rapidly gaining momentum. It is hoped that eventually every primary school in Hong Kong will have been given the opportunity to send teachers and that some remedial service can be provided for secondary school teachers, particularly those in Chinese medium schools.

The English Language Teaching Centre has also provided a number of language-teaching tapes, comprising a fifteen-hour revision course of structural drills, suitable for upper primary and lower secondary schools, and a range of courses dealing with basic pronunciation difficulties, stress and

rhythm, and intonation patterns. These have also designed to be used in the classroom as a regular tape recorder, as well as in language laboratories. A marking service is provided and as a result an ever-growing high number of ESL schools and colleges have availed themselves of this form of language teaching reinforcement.

The Centre provides advice and assistance in English language teaching to whoever requests it. The staff of the Centre work in close association with the English Centres of the overseas Departments, with which the Centre has constantly become integrated, and with other specialists on overseas projects. A recruitment syllabus for personal callers has been produced, for example, and this has already had a noticeable effect on English language teaching in that area. Having the Register ready to consult, the English Section of the Advisory Department interviews every aspect of English teaching and recommends advice as offered on the spot, but endeavours to the overseas Service teacher which are later seen in the schools concerned. In addition the section also produces a series of English Language Teaching Notes, the remainder of which is now in preparation. These give practical advice on specific E.L.T. problems.

Ten E.L.T. films have been produced in association with the production of The English Address, which has been in existence for many years and which is now well known and in demand outside the Library. The aims of the Address and a Library were investigated in English teaching in the countries of

local leaders. With particular emphasis on classroom practice, it suggests solutions to local problems. It can be a boon for the pedagogy of even veteran English teaching. In several scientific seminars issued by local leaders and in various English textbooks. The students is downloaded one of essays in all schools and colleges. I was told classroom that a British showed up to its problems. Professor once told of stereotypes of those in contrast with the Australia Australia was to practice. It is appropriate that our own cases will contain an account of the techniques offered by British.

Non-commerce problem lookup is a thing thing in the principles of public examinations in the use of the primary and secondary courses for communicative lungs sentence of people : the pot , insights to did in such level. All of these writing the English lungs or communities. In turn have alleged in relation a proportion of its examination papers to multiple choice form for isolation sociology, and to English language , in will or in other subjects. world does and thought has been given to belonging and assessing scientific sociology listen.

Perhaps the most sociology development for the future will be the large scaled administration of educational interests. Generally, English language lessons will be located to those in work in the primary level. Nor in their complexity to teach a unique male-oriented syllabus through it. It is also theories, assessment is a way which has since been adopted from before the circumstances of the newly issued simulation approach to English sociology.

Centre which is sited in Singapore. As an educational project of the Southeast Asian Ministers of Education Organization for regional cooperation in Southeast Asia, the RELC is designed to improve the teaching of English as a second or foreign language in SEAMEO member countries which comprise Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam through training, research and materials development.

To use a quotation from a Minister of Education: "If the English language is today one of the keys to modernisation and to a vast amount of new knowledge, particularly in the fields of commerce, science, and technology, then the youth of our nations must be given the conditions to attain a satisfactory proficiency in English as a second or foreign language, even though they live in Asia and will remain Asians."

The RELC Coordinating Committee was appointed by the Southeast Asian Ministers of Education Council in 1967 to formulate detailed programmes for the RELC. The Committee is composed of one representative from each participating member state on the recommendation of the Minister of Education of the respective country. The First Committee Meeting was held in Singapore in June, 1967. The programmes and projected activities of the RELC as recommended by the Committee were approved by SEAMEC in February 1968. In July the same year, the interim operational programmes commenced in temporary premises. The permanent Centre, 16 stories high and fully equipped for instructional and research programmes and with residential facilities for staff and students, will be ready for occupation in 1971. Until the permanent

Centre is ready, the Government of Singapore is providing interim Centre facilities. Our first training programme for senior educators from SEAMEO countries began in September and concluded in December last year. The third course is now on and is participated by all seven member countries. In research, a 10-month field trial on a regional basis of a self-instructional programmed course for training teachers was completed last year with the assistance of a research specialist and eight research staff members, two from Singapore and one from each of the other six SEAMEO countries. Four regional seminars have been conducted and the fifth is being planned for next year. The nucleus of an up-to-date library for study and research in linguistics and language education is already in existence and there is much concentrated activity in the information centre where new professional contacts are made everyday. The first issue of our professional journal will be out before the end of this year.

The Centre is operating on a minor scale while at its temporary quarters. Full scale operations will begin when the permanent Centre is ready.

That the Centre is able to enjoy good progress at this important developmental stage is due to the generous support it has been receiving from all quarters. Much ground has been covered since its inception. The Coordinating Committee is determined to work towards achieving the RELC objectives which are in harmony with the overall educational planning to develop human resources in our countries and in an Asian setting. We are privileged to be given this opportunity to play our part in ensuring progress and advancement in education

and learning, and the opportunity to promote closer and greater understanding and goodwill among our people in Southeast Asia.

I am sure that I am reflecting the sentiments of all my colleagues in the Committee in expressing our gratitude to Mr John Canning, Director of Education, Hong Kong, who has endorsed the importance of this Meeting by honouring us with his presence and an opening address. We also thank all the distinguished guests who do us the great honour by being present at this Official Opening.

Thank you.

Closing Address by the Chairman
of the
Coordinating Committee on 17th October 1969

Distinguished Members Ladies and Gentlemen,

In an atmosphere of cooperation, understanding and good-will, we have come to the close of the Sixth Meeting of the RELC Coordinating Committee. During the four-day meeting we have reached conclusions in several major policy matters and have formulated important recommendations for submission to our Ministers of Education at their next meeting in early 1970. As Chairman of the Committee and on behalf of the Centre, I wish to express my deep appreciation to all of you - my distinguished colleagues, the SEAMES Director, our special advisers Mr Kwan Sai Kheong and Dr Robert Jacobs, and the many observers, friends and supporters at this meeting - for helping to pave the way to ensure further progress and success of the Regional English Language Centre.

On behalf of the Committee I wish to express my warm appreciation and gratitude to the Hong Kong Government through the Education Department for the very warm hospitality and the excellent arrangements made during our stay here. I wish to thank Mr John Winfield and his dedicated Organizing Committee for their whole-hearted cooperation and assistance in making the meeting successful and in making our stay in Hong Kong so interesting and enjoyable. To our good friend and Vice-Chairman, Mr Jose Enriquez, I extend my heart-felt appreciation and many thanks for his most valued support and assistance

throughout the meeting. It gives me great pleasure also now to thank Mr Yap Hong Kuan, our efficient Rapporteur and the most capable and hardworking local Secretariat under the leadership of Mr D.H. Howe for the excellent report which we have just approved. Many others rendered assistance in one form or another in organizing and administering this meeting. I wish to thank all our friends and helpers for the services and courtesies extended.

Firstly, I wish our distinguished delegates a very pleasant journey home and look forward to our next meeting in 1978, which will be held in the homeland of our colleague Nimo Pitkhum tinumaleang. Thank you all again for your goodwill and cooperation.

I now formally declare this meeting closed.

Time Table

Tuesday, 14th October

9.00 - 9.30 a.m. Opening Ceremony:

a) Opening remarks by Mr John Wakfield, Chairman, Organizing Committee,

b) Opening address by Mr John Canning, Director of Education, Hong Kong,

c) Address by Dr Saeyaert Sarbjaradeva, Acting SEAMEO Director,

9.30 - 10.00 a.m. Refreshments

10.00 - 12.30 p.m. Plenary Session I

a) Adoption of Agenda

b) Report

c) Legal papers

d) Pending matters

12.30 - 2.00 p.m. Lunch

2.00 - 5.30 p.m. Plenary Session II

Matters relating to SEAMEO training programmes.

[illegible]

9.00 a.m. - 12.30 p.m. Plenary Session 56

Special Sub-Committee consultations

(10.30 - 11.45 a.m. - Coffee break)

12.30 - 2.00 p.m. Lunch

2.00 - 5.30 p.m. Plenary Session 57

Special Sub-Committee consultations (cont.)

(3.30 - 3.45 p.m. - Coffee break)

[illegible]

9.00 a.m. - 12.30 p.m. Plenary Session 5?

Special Sub-Committee consultations (cont.)

(10.30 - 11.45 a.m. - Coffee break)

12.30 - 2.00 p.m. Lunch

2.00 - 5.30 p.m. Plenary Session 5?

Special Sub-Committee consultations (cont.)

(3.30 - 3.45 p.m. - Coffee break)

[illegible]

9.00 a.m. - 12.30 p.m. Plenary Session 5?

a. Special Sub-Committee consultations (cont.)

b. Continuation of areas of responsibilities of Subsid Committee members

a. [illegible]

b. [illegible]

c. [illegible]

d. [illegible]

e. [illegible]

[illegible] [illegible]

[illegible]

[illegible]

a. [illegible]

b. [illegible]

c. [illegible]

[illegible]

1. [illegible]

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   a) [illegible]
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2. [illegible]
   a) [illegible]
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   c) [illegible]
3. [illegible]
   a) [illegible]
   b) [illegible]
4. [illegible]

a) [illegible]
b) [illegible]
c) [illegible]
d) [illegible]

[illegible]

[illegible]

(1)	[illegible]	(2)	[illegible]
(3)	[illegible]	(4)	[illegible]
(5)	[illegible]	(6)	[illegible]
(7)	[illegible]	(8)	[illegible]
(9)	[illegible]	(10)	[illegible]
(11)	[illegible]	(12)	[illegible]
(13)	[illegible]	(14)	[illegible]